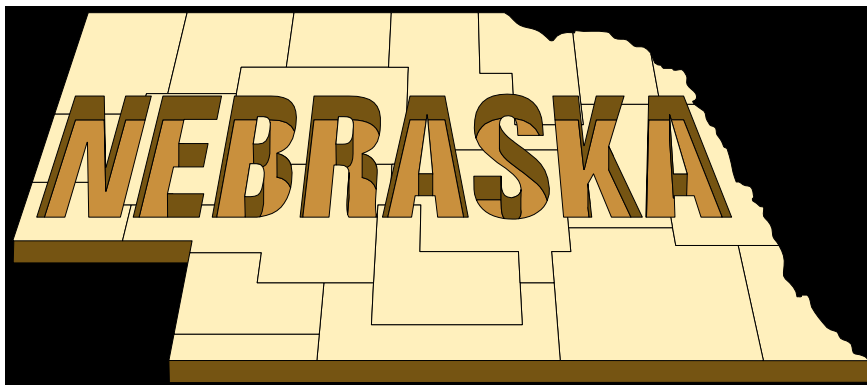


NEBRASKA

WORK BASED LEARNING

MANUAL



PLANNING AND IMPLEMENTATION GUIDES
FOR EDUCATORS, EMPLOYERS, POLICYMAKERS, AND PARENTS

NEBRASKA STATE DEPARTMENT OF EDUCATION

Kimberly J. Peterson.....	District 1.....	Lincoln
Ann Mactier.....	District 2.....	Omaha
Beverly J. Peterson.....	District 3.....	Oakland
Rachel Bone.....	District 4.....	LaVista
Stephen A. Scherr.....	District 5.....	Hastings
Fred Meyer.....	District 6.....	St. Paul
Kathy Wilmot.....	District 7.....	Beaver City
Kathryn Piller.....	District 8.....	Omaha

Douglas D. Christensen, Ph.D.
Commissioner of Education

NEBRASKA INDUSTRIAL COMPETITIVENESS ALLIANCE SCHOOL-TO-CAREERS COMMITTEE

Thomas Whalen, Chair.....	Silverstone Consulting, Inc.....	Omaha
Dennis Baack.....	Nebraska Community College Association.....	Lincoln
Craig Broyhill.....	Broyhill Company.....	Dakota City
Dr. Doug Christensen.....	Nebraska Department of Education.....	Lincoln
Dr. Don Helmuth.....	University of Nebraska -Lincoln.....	Lincoln
Dr. Carroll Krause.....	Nebraska State College System.....	Lincoln
Maxine Moul.....	Nebraska Department of Economic Development.....	Lincoln
Jim Paladino.....	Omaha Joint Electrical Apprenticeship.....	Omaha
A.F. "Tony" Raimondo.....	Behlen Manufacturing.....	Columbus
Sandy Scofield.....	Nebraska Math and Science Coalition.....	Lincoln
Maureen Wenke.....	Wenke Manufacturing Company.....	Pender

The Nebraska Work Based Learning (WBL) Manual was developed by the Nebraska Department of Education through funding provided by the Carl D. Perkins Vocational and Applied Technology Education Act, Grant #V048A1002700 and the School-to-Work Opportunities Act, Grant #9724441 with the State of Nebraska. It is the policy of Nebraska Departments of Education and Economic Development not to discriminate on the basis of sex, disability, race, color, religion, marital status, age or national or ethnic origin in its education programs, admissions policies, employment or other agency-administered programs.

Inquiries about the manual may be directed to: Carol Jurgens, WBL Director, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509, 402-471-0948, cjurgens@nde.state.ne.us

Original Publication 6/98
Updated 10/01

TABLE OF CONTENTS

Foreword	v
Acknowledgments	vii
Introduction	ix
Part I. Work Based Learning Overview	
A. Why Work Based Learning?	I-1
B. What Is Work Based Learning?	I-1
C. Benefits of Work Based Learning	I-2
D. All Aspects of the Industry.....	I-4
E. Work Based Learning Terminology	I-5
Bibliography	I-13
Part II. Program Planning Guide	
Executive Summary.....	II-1
A. Partnership Strengths Assessment	II-3
B. Tips for Getting Started	II-13
C. Stakeholder Roles/Responsibilities	II-15
D. Ongoing Program Improvement and Evaluation	II-17
E. Partnership Building.....	II-19
F. WBL Options	II-23
G. Creating WBL Local Action Plans	II-29
H. Key WBL Personnel.....	II-35
Bibliography	II-41
Part III. Marketing and Work Site Development Guide	
Executive Summary.....	III-1
A. Program Promotion	III-1
B. Work Site Development	III-9
C. Designing Marketing Tools.....	III-13
Bibliography	III-19
Part IV. Career Guidance and Counseling Guide	
Executive Summary.....	IV-1
A. Career Guidance and Counseling	IV-3
B. Career Pathways	IV-7
C. Career Portfolios.....	IV-17
D. Individualized Career Plans.....	IV-23
E. Intervention Strategies.....	IV-27
F. Assessment.....	IV-33
Bibliography	IV-37
Part V. Career Awareness Activities Guide	
Executive Summary.....	V-1
A. Career Fair/Career Day.....	V-3
B. Classroom Guest Speakers	V-19
C. Field Trips (Business/Industry Tours)	V-27
Bibliography	V-35

Part VI. Career Exploration Activities Guide

Executive Summary.....	VI-1
A. Career Guidance and Counseling Services.....	VI-3
B. Career Interviews	VI-5
C. Job Shadowing	VI-13
D. Research Papers/Projects.....	VI-35
Bibliography	VI-39

Part VII. School Site Career Preparation Guide

Executive Summary.....	VII-1
A. Applied Academics Courses	VII-3
B. Career Academies.....	VII-13
C. Entrepreneurship Projects/Classes.....	VII-19
D. School Based Enterprises	VII-25
E. Tech Prep Programs/Articulation	VII-27
F. Career and Technical Student Organization (CTSO) Projects/Competition.....	VII-49
G. Career and Technical Education Programs.....	VII-55
H. Workplace Readiness Courses	VII-61
Bibliography	VII-69

Part VIII. Work Site Career Applications Guide

Executive Summary.....	VIII-1
A. Apprenticeship	VIII-3
B. Clinical Work Experience	VIII-27
C. Cooperative Education	VIII-47
D. Internship/Practicum.....	VIII-84
E. Mentorships.....	VIII-110
F. Part Time Work.....	VIII-124
G. Service Learning Projects.....	VIII-130
H. Supervised Agricultural Experience (SAE).....	VIII-142
I. Work Experience Career Exploration Program (WECEP)	VIII-146
Bibliography	VIII-174

Part IX. Legal Issues Guide

Purpose of the Guide	IX-1
Acknowledgments	IX-1
Overview	IX-3
A. Insurance/Liability.....	IX-7
B. Transportation	IX-9
C. Health/Safety	IX-9
D. Confidentiality/Privacy.....	IX-11
E. Sexual Harassment	IX-11
F. Equal Employment Opportunity Laws	IX-11
G. Employment Security Law	IX-12
H. Fair Labor Standards Act (FLSA)	IX-13
I. Wage and Hour Laws	IX-14
J. Child Labor Laws.....	IX-19
K. Additional Nebraska Employment Laws	IX-29
L. Cooperative Education	IX-30
M. Apprenticeship	IX-33
N. Resources	IX-34
Bibliography	IX-35
Appendices	IX-37

Part X. Teacher Externship Guide

Introduction	X-1
A. Externship Goals	X-2
B. Benefits of Externships.....	X-2
C. Elements of Successful Programs.....	X-3
D. Competencies for Success in Career and School.....	X-4
E. Externship Models.....	X-4
F. Setting Up Externship Programs	X-6
G. Nebraska Success Stories	X-10
H. Sample Forms for Externships.....	X-11

FOREWORD

Work based learning (WBL) activities take many different forms from classroom-based experiences that include career awareness and exploration to work site learning experiences that involve active student participation in the work place. This manual focuses on developing implementing and maintaining WBL opportunities in Nebraska that are offered at both the school site and work site.

It is important for the reader to understand that transition from school to work is an evolving, dynamic concept that will change over time. Consequently, this manual is a work in progress that will require periodic revisions and updates as the experiences and innovations of the users become recognized as promising practices for implementing WBL programs.

Program development and implementation are a challenge, but hold the promise of restructuring education by bridging classroom and communities to create WBL opportunities that maximize student interests, motivation, creativity and effort.

We hope this manual will help you provide the learning experiences that make it possible for young people to gain the competence, commitment to teamwork, and problem solving skills they will need to meet the challenges of the 21st century.

Best wishes,



Carol Jurgens
WBL Director
Nebraska Department of Education

10/01

ACKNOWLEDGMENTS

In preparation for creating a Nebraska Work Based Learning Manual, many resources were reviewed, including the school-to-work and/or work based learning manuals of a number of states. In an attempt not to recreate the wheel, portions of the following sources were adapted with permission for use in this manual and are referenced in the bibliography at the end of each Part.

A Guide to Work-Based Learning: Business and Industry Risk Management Plan (Michigan)
Career Academies Presentation - GMS Partners (Maryland)
Career Academies: Emerging Findings from a 10-Site Evaluation - MDRC (New York)
Consensus Framework for Workplace Readiness - CCSSO
Developing and Implementing School-to-Work in South Carolina
Getting to Work: A Guide for Better Schools - MPR Associates (California)
Oregon Work-Based Learning Manual
Teacher Externship Guide (Boston)
Workplace Learning Strategies Manual (California)

The following panel of writers and reviewers with expertise in work based education donated their time and effort to create this manual. We acknowledge the time and expertise of the following people:

Linda Bohlmann	Nebraska Department of Education
Richard Campbell	Nebraska Department of Education
Wayne Embry	Southeast Community College - Milford
Carol Jurgens	Nebraska Department of Education
Barbara Larson	Central Community College - Grand Island
John Lentell	Crete High School
Doris Lux	Central Community College - Columbus
Bonnie Malcolm	Plattsmouth High School
Glennis McClure	Southeast Community College - Beatrice
Darl Naumann	Nebraska School-to-Careers
Terry Neddenriep	Lincoln Public Schools
Mary Ann Nielsen	Central Community College - Grand Island
Carol Schulz	Beatrice High School
Bonnie Sibert	Nebraska Department of Education
Kristin Stock	Career Pathways and Partnerships - Columbus
Ella Wenam	Central Community College - Columbus
Patty Wood	Nebraska School-to-Careers
Dale Zikmund	University of Nebraska at Kearney

In addition, the following individuals devoted their time and expertise to review *Part IX - Work Based Learning Legal Issues Guide*:

John Albin	Nebraska Department of Labor
Jeanette Smith	Nebraska Department of Insurance
Ray Griffin	Nebraska Department of Labor
Tom Moloney	Nebraska Department of Labor
Tara Muir	Worker's Compensation Court
Scott Summers	Nebraska Department of Education
Richard Tesarek	U.S. Department of Labor
T. Grey Borden	Nebraska Department of Health and Human Services

A special thank you to Arlene Eslinger, Tech Prep Administrative Assistant at the Nebraska Department of Education, for her diligence in keeping us on task and for putting forth the extra effort it takes to complete a project of this magnitude.

NEBRASKA

WORK BASED LEARNING MANUAL

INTRODUCTION

The School-to-Work Opportunities Act of 1994 (P.L. 103-239) paved the way for a new approach to learning in America. Through this act, states and localities began to build quality school-to-work opportunities systems that prepare young people for further education and careers in high-skill, high-wage jobs.

Developed with the input of businesses, education, labor and community-based organizations that have a strong interest in how American students prepare for the changing world of work in the 21st century, the effort to create a national school-to-work system contains three fundamental components:

- ◆ **Work Based Learning.** Employers provide structured learning experiences for students that develop broad, transferable skills. Work based learning that takes place at the work site provides students with opportunities to study complex subject matter as well as vital workplace skills in a hands-on, “real life” environment.
- ◆ **School Based Learning.** School-to-work programs restructure the educational experience so that students learn rigorous academics through career applications. Teachers work together with employers to develop broad-based curricula that helps students instill and deepen the learning of their work site experience. Work based learning that takes place at the school site helps students actively develop projects and work in teams, similar to modern workplaces.
- ◆ **Connecting Activities.** Connecting activities ensure the coordination of the work and school site learning components of a school-to-work system. It may include matching students with the work site learning opportunities of employers, linking participants with other community services necessary to ensure a successful transition from school to work, and increasing opportunities for minorities, women and individuals with disabilities.

A school-to-work system should be a structured, high-quality, mainstream system, suitable for *all* students, including the college-bound. Such a system should integrate schools and workplaces, academic and career and technical learning, and secondary and postsecondary educational institutions. It should provide students completing the system with both academic and industry workplace skills which are widely recognized and portable.

Nebraska’s School-to-Careers (STC) system is based on the proven concept that education for all students can be made more relevant and useful to future careers and lifelong learning. Rather than just memorizing facts of a textbook, students will learn by applying what they have learned to real life and real work situations.

The chart on the following page shows the major elements of the Nebraska system:

- ◆ **Career Awareness**
- ◆ **Career Exploration**
- ◆ **School Site Career Preparation**
- ◆ **Work Site Career Applications**

These elements represent the overlapping stages that most people experience in their career selection and preparation process. The **Connecting Activities** ensure the coordination of these elements into a comprehensive system for successful transition from school to work and/or postsecondary education. While the approaches chosen to link school and work may vary, the connecting activities provide the link that focuses the elements on a unified goal, rather than a random set of isolated experiments.

Work based learning takes place at both the work site and school site. *Work site learning* occurs in a business or community organization away from school. *School site learning* focuses on academic and occupational career preparation as part of the classroom curriculum. These work based learning activities combine to create a lifelong process of career development stretching from preschool to adulthood.

Elements of the NEBRASKA WORK BASED LEARNING SYSTEM			
Connecting Activities			
<ul style="list-style-type: none"> ◆ Establish partnerships between business/industry/government and education ◆ Master work based competencies to be learned via a combination of school site and work site learning. ◆ Link educational programs with employer strategies to upgrade current work force ◆ Integrate academic and career and technical education to connect school site and work site learning ◆ Evaluate courses/programs to determine appropriateness and relevancy of content and methodology ◆ Establish horizontal and vertical articulation between and among all levels of educational institutions ◆ Improve and strengthen career guidance skills for all school personnel ◆ Provide professional development for teachers, counselors, administrators, and mentors ◆ Establish a procedure for monitoring effectiveness of the system 			
Career Awareness	Career Exploration	School Site Career Preparation	Work Site Career Application
<ul style="list-style-type: none"> ◆ Career Fair/Career Day ◆ Classroom Guest Speakers ◆ Field Trips 	<ul style="list-style-type: none"> ◆ Career Guidance & Counseling Services ◆ Career Interviews ◆ Job Shadowing ◆ Research Paper/Project 	<ul style="list-style-type: none"> ◆ Applied Academics ◆ Entrepreneurship Projects ◆ School-Based Enterprises ◆ Tech Prep Programs/Articulation ◆ Career and Technical Student Organization (CTSO) Projects/Competition ◆ Career and Technical Programs ◆ Workplace Readiness Courses 	<ul style="list-style-type: none"> ◆ Apprenticeships ◆ Clinical Work Experience ◆ Cooperative Education ◆ Internship/Practicum ◆ Mentorships ◆ Part Time Work ◆ Service Learning Projects ◆ Supervised Ag Experience (SAE) ◆ Work Experience Career Exploration Programs (WECEP)

For information regarding WBL in Nebraska, contact the WBL Director at the Nebraska Department of Education at 402-471-0948, the Nebraska Department of Economic Development School-to-Careers Office at 800-426-6505 or the School-to-Work Office in Washington, D.C. at 202-401-6222. Additional information is available on the web at the Nebraska School-to-Careers Home Page located at <http://stc.neded.org> or the Work Based Learning Home Page at <http://www.nde.state.ne.us/TECHPREP/WBL>.

USING THIS MANUAL

This manual is intended for use by all school practitioners to help them meet the practical challenges of implementation. It is designed with two purposes: (1) as a **series of detailed guides** for individuals who are beginning to create work based learning programs at their schools and (2) as a **comprehensive reference** for individuals who are already providing work based learning activities to students.

For school staff beginning the process of developing a work based learning program, the manual offers step-by-step guidelines and sample forms. For experienced individuals, the manual offers ideas for program improvement as well as essential legal information. The sections have been designed as **stand alone guides** so they can be duplicated and distributed to appropriate practitioners and business/industry/community partners as needed.

The manual contains ten guides: Work Based Learning Overview, Program Planning Guide, Marketing and Work Site Development Guide, Career Guidance and Counseling Guide, Career Awareness Activities Guide, Career Exploration Activities Guide, School Site Career Preparation Guide, Work Site Career Applications Guide, Work Based Learning Legal Issues Guide, and Teacher/Administrator Externship Guide. A brief description of each of these guides follows.

Part I. Work Based Learning Overview

This section defines the different elements of work based learning and describes the roles of various program participants.

Part II. Program Planning Guide

Successful work based learning programs must be thoroughly planned. This section provides the “nuts and bolts” of planning and maintaining a successful work based learning program. It offers suggestions about how to plan programs, who to involve in planning, and what key steps to take in implementing those plans.

Part III. Marketing and Work Site Development Guide

Marketing is essential to the success of a work based learning program. Students, teachers, parents, and employers need to know the benefits of the program and how it works. This section is filled with field-tested practices for stimulating and maintaining interest in work based learning.

Site development is the most dynamic aspect of any program. The connections established as part of this process are key to creating and maintaining a program that meets the needs of all participants. Ideas for identifying and establishing contact with potential employer, setting up learning experiences, and evaluating program activities are all contained in this section. Educators will find this section very helpful as a “how to” guide for program startup and ongoing development.

Part IV. Career Guidance and Counseling Guide

Successful work based learning programs require that students have the opportunity to learn about their interests and skills and develop learning objectives based on their interests, aptitude and career objectives. Student progress and performance should then be measured by the degree to which students meet their learning objectives.. This section offer suggestions for helping students identify career interests and aptitudes, developing learning objectives, and assessing student learning.

Part V. Career Awareness Activities Guide

Group activities that help students develop a general awareness of themselves, the world of work and its connection to education provide the basis for guiding students into future career decision making. Three examples of career awareness activities are described in this guide: Career Fair/Day, Classroom Guest Speakers, and Field Trips. This section answers such questions as “How do I go about planning and conducting a career fair?” and “What is the educational value of field trips?” The guide includes sample forms for setting up each activity.

Part VI. Career Exploration Activities Guide

Individual activities whereby students explore career options that match their interests and aptitudes provide an opportunity for learning about what people do for a living and observing and interacting with work based staff to learn more about the demands of the work place. Four different career exploration activities are described in detail: Career Guidance and Counseling Services, Career Interviews, Job Shadowing, and Research Papers/Projects. This section answers such questions as “What is a job shadow?” and “How can research papers and projects be conducted to help students focus on real world application?” The guide includes sample forms for setting up each activity.

Part VII. School Site Career Preparation Guide

Activities that integrate academic skills learned in the classroom with skills learned on the job provide the bridge for transitioning from school to work and/or postsecondary education. Eight major school site academic career preparation activities are described in this section: Applied Academic Courses, Career Academies, Entrepreneurship Projects/Classes, School Based Enterprises, Tech Prep Programs/Articulation, Career and Student Organization Projects/Competition, Career and Technical Programs, and Workplace Readiness Courses. This section answers such questions as “How do career and technical student organization activities help students in their career decision making?” and “What are the steps involved in establishing a school based enterprise?” The guide includes sample forms for setting up each activity.

Part VIII. Work Site Career Applications Guide

Career awareness, career exploration, and school site career preparation provide the basis for the next stage in the transition from school to work and/or postsecondary education: work site career application. Apprenticeships, Clinical Work Experience, Cooperative Education, Internships/Practicums, Mentorships, Part Time Work, Service Learning Projects, Supervised Agricultural Experiences and Work Experience Career Exploration Programs (WECEP) are described in this section. This section answers such questions as “What are the requirements of a state approved Cooperative Education program that enables 16 and 17 year olds to be employed in some hazardous occupations?” and “How can a service learning project be structured to provide students with knowledge of the workplace?” The guide includes sample forms for setting up each activity.

Part IX. Work Based Learning Legal Issues Guide

Program coordinators can minimize the risks for all parties if they are aware of and in compliance with the rules and responsibilities that pertain to work based learning. This section provides educators with the information they need to adequately inform all parties involved of their rights and responsibilities. It covers issues involving insurance, health and safety, transportation, and labor laws as they affect the planning of work based learning opportunities. It is provided as a general guide for the legal issues surrounding work based learning and is not intended to be a comprehensive source of legal interpretation.

Part X. Teacher/Administrator Externship Guide

Education and employer sponsored externships are a popular and proven techniques for giving teachers, administrators, and counselors first-hand exposure to the academic, social, and technical demands of today's workplace. This section provides a guide for setting up these programs so they are a valuable learning experience for all parties involved.

BIBLIOGRAPHY

- ACT Career Planning Program (CPP) Six Job Clusters*, American College Testing, 2201 North Dodge Street, Educational Services Division, Iowa City, IA 52243
- A Guide to Work-Based Learning: Business and Industry Risk Management Plan*, Michigan Department of Education, Office of Career and Technical Education, PO Box 30008, Lansing, MI 48910
- Academies in Context*, CORD Communication, Vol 3, No. 4, Aug/Sept., 1997, PO Box 21206, Waco, TX 76702-1206, Phone: 817-772-8756
- Career Academies Presentation*, December 1997, GMS Partners, Inc., National Career Academy Coalition, 1122 Kersey Road, Silver Spring, MD 20902
- Career Academies: Communities of Support for Students and Teachers—Emerging Findings from a 10-Site Evaluation*. James J. Kemple, Manpower Demonstration Research Corporation, December 1997, MDRC, 16 East 34 Street, New York, NY 10016-4326
- Career Opportunity Fair 1997*, Beatrice Chamber of Commerce, 226 South 6th Street, Beatrice, NE 68310, Phone: 402-223-2338
- Consensus Framework for Workplace Readiness*, CCSSO Workplace Readiness Assessment Consortium, July 1995, Council of Chief State School Officers, One Massachusetts Avenue, N.W., Washington, D.C. 20001
- Designing Marketing Tools*, Steve Walter, Tri-County Technical College, Pendleton, SC, Phone: 803-646-8361 X2253, Copyright 1994
- Developing and Implementing School-to-Work in South Carolina*, South Carolina Department of Education, 1429 Senate Street, Columbia, SC 29201, Phone: 803-734-8492, Fax: 803-734-8624
- Getting to Work: A Guide for Better Schools*, MPR Associates, Inc., 2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704, Phone: 510-549-4551
- Holland's Self-Directed Search (SDS) Six Personality Types*, Psychological Assessment Resources, Inc., PO Box 998, Odessa, FL 33556
- Nebraska Innovative School-to-Work Strategies 1997*, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987, Phone: 402-471-0948
- Opening Minds, Opening Doors: The Rebirth of American Education*, CORD Communications, PO Box 21206, Waco, TX 76702-1206, Phone: 817-772-8756
- Oregon Work Based Learning Manual*, March 1996, Lane Community College, Cooperative Education Department, 4000 East 30th Avenue, Eugene, OR 97405-0640, Phone: 541-726-2203, Fax: 541-744-4168
- The School-to-Work Glossary of Terms*, National School-to-Work Office, Washington, DC, July 1996
- Teacher Externship Guide: Step-by-Step Procedures for Designing Externships*, Boston Public Schools, 26 Court Street, Boston, MA 02108
- Workplace Learning Strategies Manual*, Allan Hancock College, 800 S. College Drive, Santa Maria, CA 93454, Phone: 805-922-6966, EXT 3613

**ORDER FORM
FOR COPIES OF THE
NEBRASKA WORK BASED LEARNING MANUAL**

Send To: Doris Lux
Central Community College-Columbus
PO Box 1027
Columbus, NE 68602-1027

NAME _____ DATE _____

ADDRESS _____ CITY _____ STATE _____ ZIP _____

PAYMENT ☐ Purchase Order
 ☐ Check
 ☐ VISA # _____ Expiration Date _____
 ☐ MasterCard # _____ Expiration Date _____

TITLE OF PUBLICATION	# of Copies	Price/Copy	Total
Nebraska Work Based Learning Manual		\$35.00	

ORDERING INFORMATION

Orders in the United States can be made by check (made payable to Central Community College), VISA or MasterCard credit cards, or purchase orders. Please use VISA or MasterCard credit cards for orders outside the United States.

For additional information call

Doris Lux
402-562-1242
FAX: 402-562-1201
dlux@cccneb.edu